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ABSTRACT

In order to create and develop an individualized, goal-oriented curriculum for teaching a two-semester composition sequence on the college level, this project first instituted an innovative curriculum in two randomly filled and selected freshman composition sections, and then compared the progress of these students with that of students randomly enrolled in two parallel, traditionally taught sections. All four sections were taught by the same staff member. Three sets of objectives involved an innovative format, the experimental comparison of this format with a traditional one, and the development of a more specific measuring set. Program success was evident in high student motivation in the innovative curriculum sections, the high grades achieved by these students, and the enthusiastic student evaluations. (An appendix includes a table of grade results and a sample grammar handout.) (JM)

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FINAL

REPORT

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A Program For The Creation of an Individualized, Goal-Oriented Freshman English Curriculum

Lincoln University of Missouri

Jefferson City, Missouri

May 31, 1973

OS 801 378

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INTRODUCTION

Throughout the colleges in this country, the complaint is perennially the same: "Our students can't write". Surprisingly enough, most of the complainants are not English teachers; nor are they generally instructors of freshman courses. They are, rather, professors in upper level disciplines who are upset by the quality of the research papers and in-class essays they are receiving. And, generally speaking, their consternation is justified.

This, then, is the national "problem" involved:

> "How can the majority of American colleges accept students with various backgrounds and linguistic skills and still work closely enough with each student to increase his reading and writing skills deeply enough so that they will carry over into his other coursework and later life as well?"

Included in this overall problem, of course, are numerous corollary problems--some dealing with motivation, others with direct skill attainment. Yet all of these have a common direction themselves: "How can a college freshman English class best utilize its time and energy in trying to meet each individual student on his own individual terms?" The solution to this basic problem was the goal of Lincoln University's Program for the Creation of an Individualized, Goal-Orientated Freshman English Curriculum.

The major purpose of this project was to create and develop an individualized, goal-oriented curriculum for teaching composition on the college level. This was accomplished in each of two semesters by (1) instituting this innovative curriculum in two randomly filled and selected freshman composition sections and then (2) comparing the progress of the students in these innovative sections with the progress of those students who were randomly enrolled in two parallel, traditionally taught sections. All four sections in each semester were taught by the same staff member, so the only variable at work in the experiment was the contrasting curricula used in the parallel sections.

Three significant aspects of this innovative curriculum deserve special emphasis here. The first is the goal-oriented, skill-attainment format which allowed a student to receive full credit for the course as soon as he showed mastery of the major principles of the course. The second major aspect was the flexibility of the curriculum's reading list and meeting schedule--where individual interests and strengths of each student were encouraged and then built upon. The third significant innovation was the use of highly competent upper class English majors as aides to the regular staff member.

OBJECTIVES

There were three major sets of objectives involved in this experimental project. The first set concerned the use of an innovative format in the freshman English curriculum and the objectives of that format itself.
These objectives are as follows:

1. To instill a personal (rather than "generational") sense ofrelevance to reading for the studnet, with a corollary sense of enjoyment.
2. Relatedly, to de·elop in each student enough reading ability so that he will recognize this ability and thereafter feel at home the world of books.
3. To instill in each student an awareness of those communication skills (whether verbal or literary) which he already possesses.
4. Relatedly, to build upon that present communication skill (whatever its extent and whatever its nature) and channel it into an increased ability to write effectively.
5. To instill in each student the awareness that higher education can care about him as an individual with unique, individual strengths and unique, individual weaknesses.
6. Relatedly, to instill in higher educators the same concept: that higher education is most effective (and rewarding) when each student is seen as an individual with unique, individual strengths and unique, individual weaknesses.
7. To demonstrate to higher educators the validity and effectiveness of specific, goal-oriented curricula for the Humanities, specifically freshman English.

The second set of objectives concerned the experimental comparison of the above innovative sections with an equal number of sections taught along more traditional lines.

In order to make our project's "Objectives" more specific and precise in behavioral terms. The following objectives were set up:

The objectives of an individualized, goal-oriented curriculum for teaching composition on the college level help the student demonstrate, through writing compositions and reading material of interest to him as examples of good writing, the following skills:

1. clear, orderly thinking about matter within his experience;
2. clear, orderly organization of his thoughts and ideas;
3. clear, orderly presentation of his thoughts and ideas;

4. clear, orderly presentation of his thoughts and ideas through the proper use of the necessary conventions, namely

a. punctuation
b. capitalization
c. usage
d. sentence structure
e. wording
f. spelling

In line with the above objectives, a more specific measuring set was developed. Its basic approach stressed objective, numerical evaluation, which was then translated into letter grades at the end of the semester since students were taking these courses for credit and the University presently measures credit on a letter grade basis.

Measuring Set

The compositions were evaluated by the Principal Instructor on the following numerical basis

Ideas	30 points
Organization	30 points
Mechanics	30 points
Style	10 points
Total	100 points

Grades were then assigned on the basis of the following standards:

90 - 100 points	-A
80 - 89 points	-B
70 - 79 points	-C
60 - 69 points	-D
0 - 59 points	-F

DESCRIPTION OF ACTIVITIES

Each semester four sections of Freshman Composition were chosen at random to be taught by the same Principal Instructor. Two of these sections were taught under the innovative format outlined below; the other two sections were taught under the more traditional "anthology/class discussion/writing" format. The anthology for the traditional sections was Points of Departure by Ernece B. Kelley and the handbook was English Simplified by Blanch Ellsworth.

In the first formal class period of each section, each student wrote a paper on one of the following topics offered by the instructor:

1. What I Hope to Be
2. How I Have Changed
3. The Best Thing I Have Done
4. The Worst Thing I Have Done
5. My Career As A Good Citizen
6. A Career As A Juvenile Delinquent
7. The People I Like
8. The People I Dislike
9. Who Am I?

The choice of topics was to allow each student to work on familiar material; hence this opening paper served as the base by which each student's growing skills in writing were measured.

At this point, two of the four sections were introduced to the innovative format described below. They followed this format throughout the semester, while the other two control sections were taught by the more traditional anthology/discussion/writing" format. At the end of the semester, each student in all four sections was required to write a final in-class paper.

A Description of the Goal-Oriented Curriculum

I. Major Innovative Format

The attainment of three "A" papers in the course ended the semester for the student and give him a final "A" for the course.

II. Course Requirements and Procedure

A. Five books of each student's choice must be read during the semester (or until a student achieves three "A" papers).

B. Over the course of the semester, two in-class papers are written on each book on topics individually agreed upon by instructor and student. These papers are evaluated by the instructor and then discussed with the student in individual sessions. The number of "blandly general" grammar classes are held to an absolute minimum.

Therefore, there are

--no esoteric grammatical abbreviations in the margins and
--no overpowering profusion of red marks across the page.

Instead, there is direct discussion of the student's work. In these discussions, two separate approaches are made, in the following order:

--First is a concentration on identifying and reinforcing the student's STRONG POINTS (the crucial need in education today).
--Second is the identification student's weak points, with a crucial emphasis on separating his major problems from his minor errors.

C. To afford specific students additional attention, there was a team of two highly qualified, upper class English Majors. Paid on a professional stipend basis, they became an essential part of the teaching staff and worked in close coordination with the Principal Instructor. Their concern was to work with students on their papers and to administer the use of the tape recorders. (see below)

D. Just as there was a special innovative format for the better students ("three 'A' papers = 'A' for the semester"), so is there a special format for the weaker students. This is the use of tape recorders to allow those students to freely, orally "write" their papers without immediate concentration on grammatical forms. The tapes will then be played back to the student as many times as necessary, and the student will then seek to mold his own ideas and words into standard, grammatical sentences and paragraphs.

EVALUATION OF THE PROGRAM

The Individualized, Goal-Oriented Freshman English Curriculum proved to be very successful. The success of the program was seen in the students and the grades.

Attendance in the innovative sections was no problem at all. The students were almost always in class. The motivation, according to the students, was due to the fact that each one was striving for those three "A" papers. In the traditional classes attendance had to be motivated through other means.

The collective class sessions in the innovative classes proved very beneficial. The grammar handout (see appendix) was presented, discussed, and used as a guide for most of the errors found in the essay writing. To further enhance improvement, sharing of one another's essays was used. During the sharing emphasis was placed on organization, idea development, and common errors. Many of the students remarked that these sessions helped them tremendously.

The traditional class sessions proved to be just as profitable; however, more effort was needed in creating and holding the interest of the students.

Individual sessions with each student were perhaps of most benefit to all the students. They seemed to like this approach better, because, they could discuss their errors as they come across them and find out how their essays could be improved, rather than to have to go through a paper full of red marks and try to decide for themselves their specific problem. Because this approach was not used in the traditional class, I seemed to be bombarded with questions each time papers were returned.

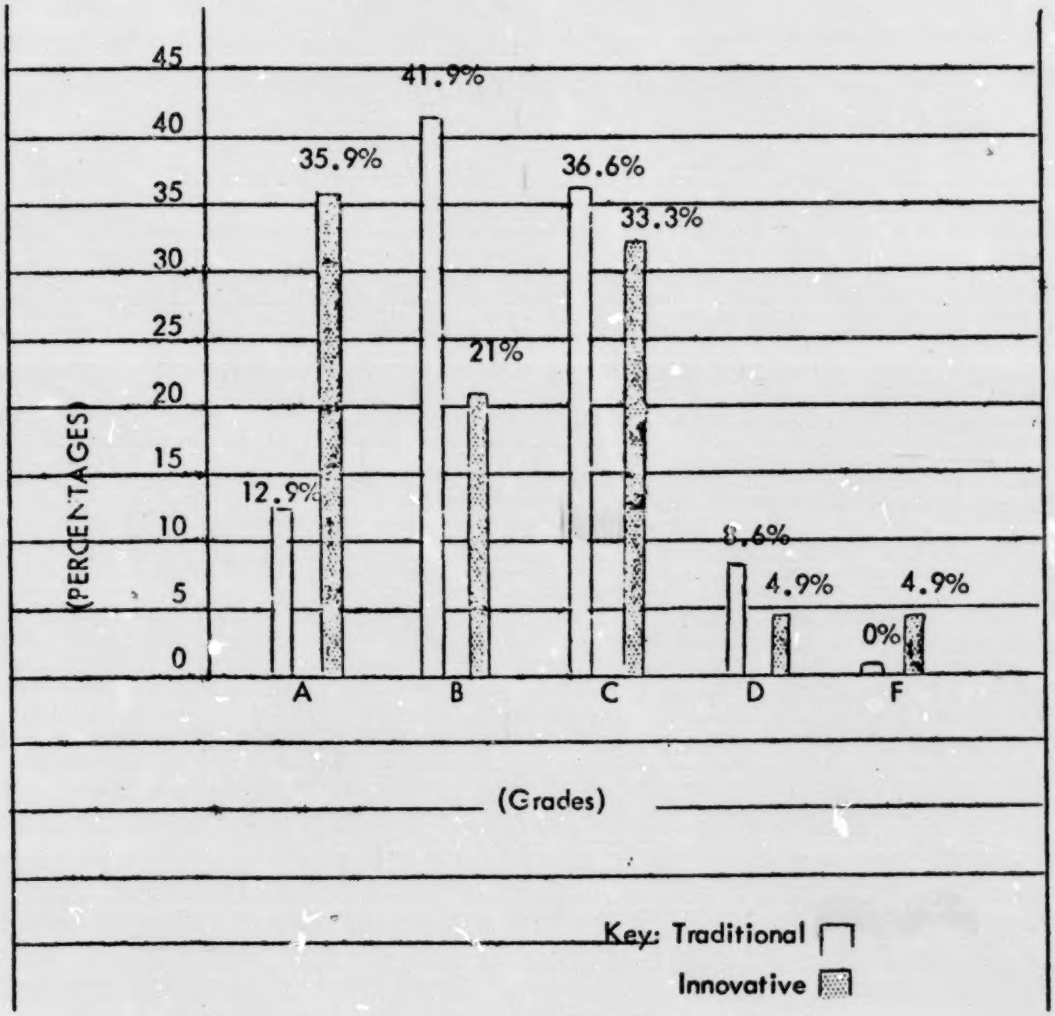
Grade Results. Perhaps the best evaluation of the program is the grade results. Table I shows the overall grade results for the entire year along with a comparative graph also showing the results. As can be seen on Graph I, (see next page) more than one third (35.9%) of the students in the innovative sections completed the course with a grade of "A" as compared to the traditional sections with about one eighth (12.9%) of the students completing the course with a grade of "A". The majority of the "A" students in the innovative sections completed the course after the first four weeks of each semester.

TABLE 1 Overall Grade Results

	Traditional		Innovative	
	No.	%	No.	%
90-100 A	12	12.9%	29	35.9%
80- 89 B	39	41.9%	17	21 %
70- 79 C	34	36.6%	27	33.3%
60- 69 D	8	8.6%	4	4.9%
0- 59 F	0	0 %	4	4.9%
TOTALS	93		81	

Students receiving "B" grades in the traditional sections were rather high as compared to the "B" grades in the innovative sections. About one third of the students in the traditional sections received "C" grades. The "D" and "F" grades can be observed on the graph.

GRAPH 1

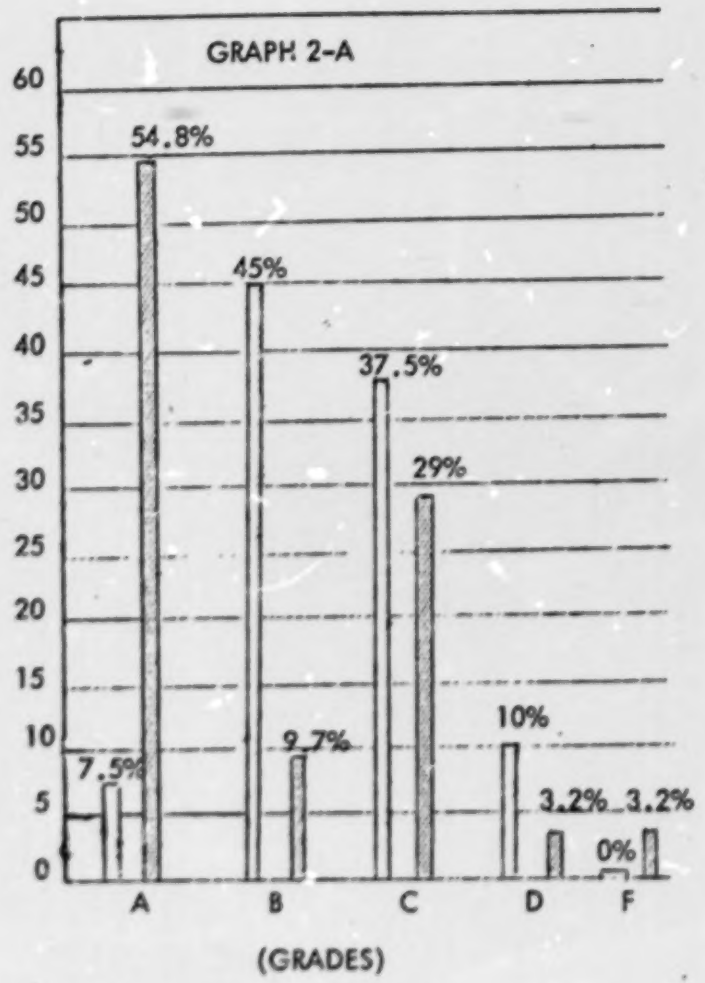


To give you an idea of how the grades distributed by semesters Table 2 and Graph 2 (see below and next page) are provided.

They show that the innovative approach was much more effective during the first semester rather than the second semester. This may be due to the fact that the majority of the students in the second semester sections came from remedial, no-credit sections of English. However, as can be observed from graph 2, there were more "A" grades in the innovative sections as compared to the "A" grades in the traditional sections. There were about 12% more "A" and "B" grades in the traditional sections during the first semester.

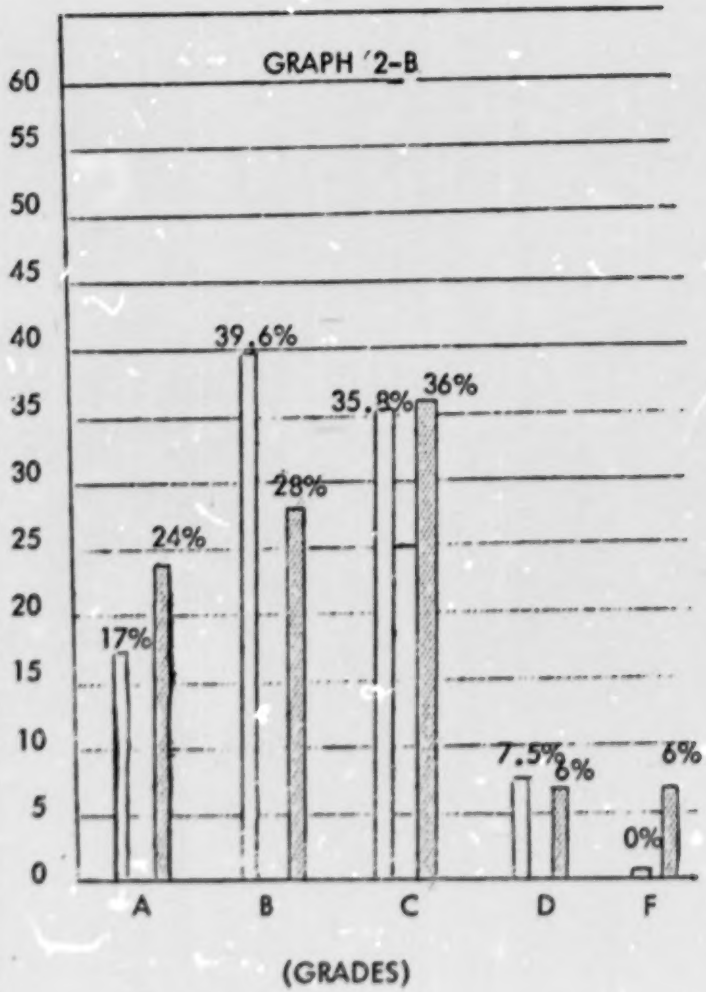
TABLE 2 FINAL GRADES by SEMESTERS

	First Semester				Second Semester			
	Traditional		Innovative		Traditional		Innovative	
	No.	%	No.	%	No.	%	No.	%
90 - 100 (A)	3	7.5%	17	54.8%	9	17%	12	24%
80 - 89 (B)	18	45%	3	9.7%	21	39.6%	14	28%
70 - 79 (C)	15	37.5%	9	29%	19	35.8%	18	36%
60 - 69 (D)	4	10%	1	3.2%	4	7.5%	3	6%
0 - 59 (F)	0	0 %	1	3.2%	0	0 %	3	6%
TOTALS	40		31		53		50	



First Semester Grades

Key: Traditional
Innovative



Second Semester Grades

Key: Traditional
Innovative

Tutoring Sessions. A very important aspect of the program was the tutoring sessions. They made available more help for those students who needed it. After a couple of lab sessions, marked improvement was noted, for example, a few of the students went on to complete their three "A" papers after attending the lab.

How did the tutoring sessions look from the viewpoint of the tutors. Following is the impression one of the tutors had of the writing lab:

> "I found tutoring to be both frustrating and very satisfying. The frustrating times were the ones during which I drained my brain looking for a new way to explain an old idea. The blank look on a student's face after he has heard several explanations for the same problem has to be one of the terrors of the tutoring and teaching professions.
>
> Most of my tutoring experiences were very satisfying, however. "Oh! I see!' became music to my ears. For example, one student brought in a descriptive writing assignment. The paper was far from descriptive. Although I realize the student will probably never achieve the rambling descriptions of a Thomas Wolfe, I did feel that she was using a greater variety of words to describe the things she saw by the time she left.
>
> My overall evaluation of the program is that it was effective and many students and at least one English tutor were greatly benefited by it.

The methods used during the tutoring sessions varied with the student the problem, and the amount of time.

If the problem was mechanical, the "correct" way was usually explained, then the student was given supplementary exercises to work which involved that problem. Work with different explanations and exercises was continued until the student understood the problem.

If the problem was one of organization or support for a paper, getting the student to "talk" out his paper was the method used. As the student talked the tutor would take notes, ask questions, even argue a little in an attempt to get the student to think through his paper. This method also proved effective in helping students narrow topic statements or formulate a thesis.

If time permitted, the student having problems with organization was given the assignment to write a few paragraphs. Then, the sequence of thought in the paragraphs would be discussed.

These methods were the most frequently used and seemed to produce the best results.

The lab played a tremendous role in the instruction of foreign students. Two foreign students were enrolled in my sections who had a great deal of difficultly in the use of everyday English--they had difficulty in writing complete sentences. The writing lab assisted in bringing them up to the level of well-organized, well-developed essay writing.

One feature of the writing lab didn't prove very successful. That was the use of the tape recorder for writing essays orally. The students didn't like this approach and, therefore, did not take advantage of this opportunity.

One of the tutors had this to say about the use of the tape recorder:

> "Only once did I really work with a student and use the tape recorder. We tried the 'talk' method while the tape recorder was on (the student was having difficulty just 'talking' to the recorder). Then we played it back, and I asked the student to pick out his major points and arguments from what we had discussed. This didn't prove to be too effective.
>
> I found most students reluctant to use the tape recorder. Perhaps it was the unfamiliarity with the machine or the bashfulness of the students."

Nevertheless, we did not abandon the use of the tape recorder. Instead, the tape was used to pre-record essays for the students who needed extra help. They listened to their essays and tried to detect, with the assistance of the tutors, their own mistakes. This seemed to be an effective approach.

Student Reactions. Another important means of evaluating the program is by considering student reaction. I asked the students in the innovative classes to evaluate the class. The following are exerpts from their evaluations:

1. "I felt that this English class really helped me, because before I got into the class, I was not doing much reading. Now I feel that I have gained. The books that I chose to read were from motion pictures that I wanted to see but never took the time to go and see them."

2. "I felt that English 101, Section 8 was real hip. I think that it was a great change from reading an English textbook. While I was in your class, I read more than I did in all my high school years, and I found out that the more you read the better you can read. My reading has improved since I've been in your class."

3. "I felt that when asked to write my spirit could roam free. It was in this freedom that I learned to enjoy English. I feel also it creates inside of me the mood to work."

4. " I think this type of English class is more effective in accomplishing what it was designed to do -- developing skill in my essay writing."

5. "The class has given me a chance to think for myself and bring back some thoughts from prior education."

6. "Overall, I think the class was enjoyable. We should have met in class a few more times. I learned a little more every time I wrote a paper. I think we should have written a few more papers. I liked the sessions where you talked individually with the students."

7. "Our English class was perhaps one of the most different classes I have ever had in my school career. It was very interesting because it allowed me to write papers on my own values and viewpoints of life, living, and understanding other people."

8. "I think my English class was very helpful because it helped me to understand and write a better composition than before. My teacher was very helpful also because with his teaching, he inspired me to write. He also helped me to write papers that other people would like to read."

9. "In looking back over this term, I find that my English class was most enjoyable. It was nice and relaxing, and my teacher made everything so simple and easy to understand. He made us realize within ourselves the kind of talent in writing we have. The lessons were the kind of work you wouldn't get in an every day English class. It was a little extra, because we wrote about what we were thinking and feeling, and that is so rare nowadays. It is good to know that you can write what you feel once in a while."

10. "First of all, it was very interesting mainly because it was different. Let me explain why it was different. Both the content of the class and the teacher held my interest at all times. Although I don't believe in attending class all the time, when I did I always learned something, and most important, my teacher never bored me."

11. "I feel that the English class was very helpful, because I had been slightly confused by some of the other teachers I had taken English from. I think the lessons were helpful because they made me think before writing."

12. "I think it was great. While in English I read more and learned more than in any other class while in school. The teacher was fair with all the students and gave them all an equal chance. The lessons were what I wanted to read and do."

13. "My English class was an experience I was glad to have. It helped me understand myself and other people. It brought out my feelings toward life and the lives of others. It made me a better writer and helped me understand the meaning of writing with an imagination. I enjoyed being in a class where we worked as a group and as an individual."

CONCLUSION

The innovative approach was successful as shown by the results on Graph 1 and through observations in the class. It immediately weeded out the proficient students and left more time for those students who needed more help. The striving to attain three "A's" not only provided motivation, but created competition among classmates. The innovative approach also helped to create more interest in outside reading and improved reading ability. As one student put it, "While I was in your class, I read more than I did in all my high school years, and found out that the more you read the better you can read." It was considered successful not only by the instructor, but also by the students as shown in their remarks.

APPENDIX

Grade Results on Initial and Final Papers

First Semester

	Traditional				Innovative			
	Initial		Final		Initial		Final	
	No.	%	No.	%	No.	%	No.	%
90-100(A)	3	7.5%	18	45%	5	16.1%	17	54.8%
80-89(B)	8	20%	15	37.5%	8	25.8%	6	19.4%
70-79(C)	15	37.5%	5	12.5%	13	41.9%	7	22.6%
60-69(D)	8	20%	2	5%	4	12.6%	0	0%
00-59(F)	6	15%	0	0%	1	3.2%	1	3.2%
	40		40		31		31	

Second Semester

	Traditional				Innovative			
	Initial		Final		Initial		Final	
	No.	%	No.	%	No.	%	No.	%
90-100(A)	7	13.2%	17	32.1%	5	10%	8	16%
80-90(B)	12	22.6%	18	34%	7	14%	21	42%
70-79(C)	11	20.8%	12	22.6%	14	28%	16	35%
60-69(D)	9	17%	4	7.5%	16	35%	0	0%
0-59(F)	14	26.4%	2	3.8%	8	36%	5	10%
	53		53		50		50	

GRAMMAR HANDOUT
FOR INNOVATIVE SECTIONS

I. The "Core" of the Sentence

(Note: there are only two kinds of sentences in the English language. It's that simple.)

A. N V N N

Subj. Verb Ind. Obj. Dir. Obj.

(Note: Type "A" utilizes an active sense-of-movement verb.)

He threw us the ball.
She told us stories.

B. N. "is" V adj/N

Subj. Verb Subjective Complement

(Note: Type "B" has a static, non-active, definitional verb, like "is", "seems", "appears", etc.)

She = happy (adj.)
She = my mother (n.)

Basic rules that go with the "core" of the sentence.

You can never separate the subject from the verb or the verb from its object or subject complement with a single piece of punctuation (e.g., comma, period, semi-colon, etc.)

(You can, of course, always insert material within a pair of commas any place you want. That's because material within a pair of commas is parenthetical--i.e., "unnecessary"-- and therefore neither helps nor hinders your "core" sentence. See "Parenthetical Expressions following.)

II. Clauses (defined simply as "a group of words having a subject and a verb")

A. Independent Clause (defined as "a group of words having a subject and verb and capable of standing by itself -- i.e., not introduced by a subordinating conjunction)

(See below for complete list of subordinating conjunctions.)

He threw.
She told.
She is.

(Note: All you need for an independent clause -- i.e., a "sentence" is a subject and a verb! You need both, but they are all you need to have a sentence.)

B. Dependent Clauses (defined as a whole clause (S + V) that is used as a single part of speech: that is, as an adverb, an adjective or a noun).

Major suggestion: Dependent clauses can be spotted by the key subordinating conjuctions which introduce them. Here is your complete list of

Subordinating Conjunctions:

1. Those introducing ADVERBIAL CLAUSES ( )

when	Exs. (When he came,) we left.
before	(Because he is ill,) we left.
after	
since	We left (while he lay there.)
while	He saw us (as if by magic.)
as	
because	(Unless he goes,) we will come.
if	
although	We will come (provided that he doesn't go.)
even though	
even if	
unless	
provided that	

2. Those introducing ADJECTIVAL CLAUSES ( )

who	Exs. He is the man (who owns that car.)
which	
that	That is the house (in which I was born,)
those	
whom	

3. Those introducing NOUN CLAUSES ( )

that	Exs. (What happened there) is uncertain.
what	(How he came here) is unknown.
how	
why	(Why he came here) is unknown.
whether	(That he came here) is unknown.
	(Whether he came here) is unknown.
	We know (that he came here.)
	We know (why he came here.)
	We know (how he came here.)
	We know (whether he came here.)

B. Dependent Clauses (continued)

1. Adverbial Clauses (defined as C S V used as an adverb)

(Key conjuctions: When, before, after, since, because, etc.)

The only grammatical problem here is one of punctuation.
The rule is generally simple.

a. (When the adverbial clause comes first in the sentence,)you set it off with a comma.

b. You, (when the adverbial clause comes in the middle of the sentence,) set it off on both sides with commas.

c. You do not set off an adverbial clause (when it comes at the end of a sentence.)

(Rule "c" is the case because your sentence already has definite direction and a sense of "Momentum".)

2. Adjectival Clauses (defined a sC S V used as an adjective)

(Key conjunctions: who, which. that, etc.)

The only punctuation problem here depends on the importance of the adjective clause itself.

If the clause is necessary and essential to understand fully the noun being referred to, then it is not set off with commas.

Ex. He is the man (who owns that car).

("Man" is the noun being modified and it is very general , with no other major adjectives attached to it. Therefore, you need the clause to specify that noun. Therefore you do not have a comma between "man" and "who".

Ex. That is the house (which I like).

(Same reasoning: same lack of punctuation)

Ex. That is Mr. Jones, (who owns that car.)

("Mr. Jones" is the noun being modified, and it is a very specific noun. Therefore, we do not need the modifying adjective clause in order to identify the noun. Therefore, we can set it off with commas and treat it as unessential.)

Ex. That is the White House, (in which the president lives.)

(As above, the noun in question is very specifically named. Therefore, the adjective clause is unnecessary. Therefore, it is set off by commas.)

3. Noun Clauses (defined as CSV used as a noun)

Key conjunctions: that, what, how, why, whether

There is no punctuation problem here because there is no punctuation here.

Generally speaking, noun clauses are usually subjects or direct objects. As we have seen above, subjects and direct objects form the "core" of every sentence. Therefore, noun clauses unually are not set off by commas because they are the subject or direct object of the sentence and therefore form the "core" of the sentence.

Exs. (Why he came) is uncertain. (Noun clause used as subject.)
(What he did) is unknown.

We know (that he came). (Noun clause used as direct
We know (how he came). object.)

(note: The whole concept behind clauses is that all the individual words in each clause lose their individual identities and become a single part of speech.)

As an example, the following sentence would seem to have five(5) separate parts of speech: a noun, verb, conjunction, noun, vert.

We left when he came.
N V CONJ N V

Once you realize that "when he came" is actually an adverbial clause, however, you are left with only three (3) parts of speech.

We left (when he came).
N V ADV.

It is just like hydrogen and oxygen atoms coming together. They lose their individual properties and become a single entity called "water".

(Key Point: Note also that the conjunction in a dependent clause now becomes part of the core; C N V N N. That is, you can't separate conjunction from noun any more than you can separate noun from verb!)

III. Phrases - (defined as a group of words without subject and verb used as a single part of speech.)

A. Prepositional phrase (P_____N)

to _____ door
from _____ car
behind _____ sofa
above _____ house

Generally, propositional phrases are short and in the middle or end of the sentence. Therefore, they are usually not set off by punctuation.

Ex. He lives (behind the wall) (in the cellar) (of a house) (on the corner) (of the street) (in the middle) (of town).

Note: Though this originally seems to be a long and complicated sentence, it is actually very simple.

It has one subject ("He")
one verb ("lives")

There is, however, one exception to this rule. If the prepositional phrase (1) is long and (2) comes at the beginning of the sentence, then you set it off with a comma.

Ex. (After the battle and his loss to the English at Waterloo,) Napoleon retired to Elba.

List of Prepositions

at	to	before	over	because of
by	about	behind	since	in addition to
for	above	below	through	in front of
in	across	beneath	throughout	in place of
into	after	between	till	in spite of
near	against	beyond	under	instead of
on	around	inside	without	on account of
				out of

B. Verbal Phrases (defined as a "group of words introduced by a verbal (verb + ing)

1. Participial phrase (defined as "group of words introduced by participial, i.e. verbal used as an adjective").

Punctuation Rule: participial phrases are always set off by commas.

(beginning) - Ex. (Riding his new bicycle), John peddled carefully.
(middle) - John, (riding his new bicycle), peddled carefully.
(end) - John peddled carefully, (riding his new bicycle).

2. Gerundive phrase (defined as "group of words introduced by a gerund, i.e. "verbal phrase" used as a noun).

(as subject) - Ex. (Riding a new bicycle)is fun.
(as indirect object) - He enjoys (riding his new bicycle).

Punctuation Rule for gerundive phrases:
Gerundive phrases are almost never set off because they are nouns (in effect) and nouns form the "core" of our sentence structure.

3. Relevant comparison:

(1) (Riding our bicycles down the street), we discussed (2) riding our bicycles down the street.)

(1) participal phrase because used as adjective - (modifies we)
(2) gerundive phrase because used as a noun - (direct object of sentence)

IV. Words --- Parenthetical Expressions

, therefore,
, moreover,
, thus,
, hence,
, furthermore,
--all are "additive" in their logical direction (I.E., all keep the train of thought going in the same direction)

, however,
, nevertheless,
--both are "subtractive" in their logical direction (i.e., they change the direction and usually "subtract" from the value of the first direction)

, on the one hand,
, on the other hand,
--obvious dual emphasis use.

Initially,
First of all,
Secondly,
Thirdly,
Finally,
--obvious "direction-structuring" uses

MAJOR RULE FOR PARENTHETICAL EXPRESSIONS:

They are always set off by punctuation

--a pair of commas when they come in the middle of a sentence the expression
--a comma following when it comes first in the sentence.

V. Punctuation between two sentences

A. Only three possibilities allowed: a period (.)
a semi-colon (;)
a comma plus coordinating conjunction
(, and)
(, but)

Ex. He came. We left.
He came; we left.
He came, and we left.

B. Relevant here is the difference between a parenthetical expression and coordinating conjunction.

The only major coordinating conjunctions used between complete sentences are "and" and "but".

These are not to be confused with parenthetical expressions like "therefore" and "however".

Ex. We came, and they left.
We came; therefore, they left.

(Need semi-colon because parenthetical expressions have no grammatical function. They are only throw-in word for emphasis. Grammatically, it is as if they don't exist.)

We came, but they left.
We came; however, they left.

C. Of minor relevance, perhaps, is the difference between a colon(:) and a semi-colon (;).

A semi-colon comes between two complete sentences:

We came; they left.

A colon comes within a single sentence, is used to introduce a list of nouns, and generally follows a noun which is related to the succeeding nouns.

We bought the following items: shoes, hats, and gloves.